

Exhibit: Then Now Wow				
Grade	Strand	Standard	Code	Benchmark
K	1. Citizenship and Government	2. Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.	K.1.2.1	Consider and describe ways group members show they belong to the group.
	2. Economics	10. Microeconomics: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and governments. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	K.2.10.1	Distinguish between goods (objects that can be seen or touched) and services (actions or activities). Identify goods and services that could satisfy a specific need or want.
		12. Global and International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.	K.2.12.1	Explain why people agree to trade.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	K.4.18.1	Ask historical questions about a past event in an individual's family, school or local community.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	K.4.19.1	Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/communities.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	K.4.22.1	Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.
	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	K.5.24.1	Retell a story about an unfair experience that conveys a power imbalance (a personal experience or one from a story). Share what can be learned from this story.
1	1. Citizenship and Government	6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	1.1.6.1	Identify a Tribal Nation in Minnesota and list what unites the members as a nation.
	2. Economics	12. Global and International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.	1.2.12.1	List examples of goods that people buy from different countries.
	3. Geography	15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	1.3.15.1	Describe patterns of movement of particular people, goods or ideas within and between different communities and countries.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	1.4.18.1	Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	1.4.19.1	Examine multiple accounts of an event, identifying different perspectives.

2	2. Economics	8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.	2.2.8.1	Provide an example of an opportunity cost, which is the next best alternative when a choice is made.
	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	2.3.16.1	Describe ways that the local environment influences people and their actions and how human actions impact the local environment, including air, water, land and wildlife.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.	2.4.18.1	Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	2.4.19.1	Describe how the culture of a community today reflects the history, daily life or beliefs of its people.
	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.	2.5.23.2	Identify how different groups have worked to protect the land and natural resources.
		25. Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.	2.5.25.1	Describe how a community may consist of multiple cultures, identifying how power is shared among cultural communities. Identify power, cooperation and conflict in multicultural communities.
			2.5.25.2	Explore the importance of first peoples'/Indigenous peoples' interactions to land, water and the nonhuman world.
3	2. Economics	8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.	3.2.8.1	Explain that producing any good or service requires resources. Describe the resources needed to produce a specific good or service. Explain why it is not possible to produce an unlimited amount of a good or service.
		10. Microeconomics: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and governments. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.	3.2.10.1	Explain that consumers have two roles—as sellers of resources and buyers of goods and services. Explain that producers have two roles—as sellers of goods and services and buyers of resources.
	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	3.3.17.1	Describe how different places, including school, the environment or local community, makes one feel.
	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	3.5.24.1	Identify how various groups have advocated for self determination and a more representative media.

4	2. Economics	7. Economic Inquiry: Use economic models and reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of the proposed solution on various communities that would be affected.	4.2.7.1	Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.
	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	4.3.16.1	Explain how changes in climate and choices humans make impact environments from local to global scales.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.	4.4.18.1	Pose a question about an issue in the community and/or the contemporary world and investigate its history.
	5. Ethnic Studies	25. Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.	4.5.25.1	Identify the processes and impacts of colonization and examine how discrimination and the oppression of various racial and ethnic groups have produced resistance movements.
5	1. Citizenship and Government	6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	5.1.6.1	Describe a U.S. Federal Indian policy and explain how it impacts tribal nation self-determination and agency.
	2. Economics	9. Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.	5.2.9.1	Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made and the opportunity cost of the decision.
		12. Global and International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.	5.2.12.1	Explain how government decisions concerning trading relationships may impact people differently within a community or nation.
	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	5.3.16.1	Describe how the choices people make have impacted a physical environment over time.
	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	5.4.21.1	Explain the religious, political and economic reasons for the movement of people from Europe to the Americas and examine the impact of colonization and settler colonialism on Indigenous peoples.
	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	5.5.24.1	Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.

6	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	6.1.1.1	Analyze a state or local policy issue by identifying and examining opposing positions from diverse perspectives and frames of reference, interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position
	2. Economics	11. Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.	6.2.11.1	Describe the movement of goods and services, resources and money through markets at the community, national and global level.
			6.2.11.2	Explain how people living in a community are impacted by government policies regarding land use. Investigate how communities are impacted when consumers have or do not have opportunities to work, shop, eat and connect with one another locally, helping the community build assets.
	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	6.3.14.1	Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted each one over time.
		15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	6.3.15.1	Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	6.4.18.1	Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the pre-contact period.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	6.4.19.1	Understand the diverse and conflicting ways that Dakota, Anishinaabe, European and American peoples understood their relationship to the land, particularly regarding property and ownership, and examine the consequences of these conflicting views on the environment over time.
			6.4.19.2	Identify and describe diverse and conflicting points of view about treaty-making, including the unequal power dynamics that shaped the treaty-making process.
			6.4.19.3	Examine conflicting narratives about the United States-Dakota War of 1862. Analyze the perspectives of settlers and Dakota people before, during and after the war. Identify the narratives that are absent.
		21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	6.4.21.1	Evaluate the impact of big business, industrialization, farming and/or technology on the use of natural resources within different communities in Minnesota. Organize applicable evidence into a coherent argument about the past.
			6.4.21.2	Construct a narrative about why and how people have migrated to Minnesota as a result of warfare and/or genocide since 1960, using primary sources about immigrant experiences.
	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.	6.5.23.1	Identify and explain how discrimination based on race, gender, economic, ableism, and social group identity affects the history, health, growth, and/or current experiences of residents of Minnesota.

Exhibit Name: Weather Permitting				
Grade	Strand	Standard	Code	Benchmark
K	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	K.4.18.1	Ask historical questions about a past event in an individual's family, school or local community.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	K.4.19.1	Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/communities.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	K.4.22.1	Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.
1	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	1.4.18.1	Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	1.4.19.1	Examine multiple accounts of an event, identifying different perspectives.
2	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	2.3.16.1	Describe ways that the local environment influences people and their actions and how human actions impact the local environment, including air, water, land and wildlife.
	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	2.4.19.1	Describe how the culture of a community today reflects the history, daily life or beliefs of its people.
		21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	2.4.21.1	Use and create calendars to identify days, weeks, months, years and seasons. Identify how the environment can impact how we measure time and create calendars.
4	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	4.4.18.1	Pose a question about an issue in the community and/or the contemporary world and investigate its history.
6	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	6.4.18.1	Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the pre-contact period.
		21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	6.4.21.2	Construct a narrative about why and how people have migrated to Minnesota as a result of warfare and/or genocide since 1960, using primary sources about immigrant experiences.

Exhibit Name: Our Home Native Minnesota				
Grade	Strand	Standard	Code	Benchmark
K	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	K.4.18.1	Ask historical questions about a past event in an individual's family, school or local community.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	K.4.19.1	Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/communities.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	K.4.22.1	Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.
	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	K.5.24.1	Retell a story about an unfair experience that conveys a power imbalance (a personal experience or one from a story). Share what can be learned from this story.
1	1. Citizenship and Government	6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	1.1.6.1	Identify a Tribal Nation in Minnesota and list what unites the members as a nation.
	3. Geography	15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	1.3.15.1	Describe patterns of movement of particular people, goods or ideas within and between different communities and countries.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	1.4.18.1	Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	1.4.19.1	Examine multiple accounts of an event, identifying different perspectives.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	1.4.22.1	Describe how a person or group in the past worked to make things fairer for people at that time and identify the legacy (lasting impact) of their work today.
	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	1.5.24.1	Identify examples of how people care for each other as they work for change in communities.
2	3. Geography	16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	2.3.16.1	Describe ways that the local environment influences people and their actions and how human actions impact the local environment, including air, water, land and wildlife.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.	2.4.18.1	Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.

2	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	2.4.19.1	Describe how the culture of a community today reflects the history, daily life or beliefs of its people.
	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.	2.5.23.1	Compare and contrast different ways of knowing, seeing, and understanding land use, rights, and ownership over time.
			2.5.23.2	Identify how different groups have worked to protect the land and natural resources.
		25. Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.	2.5.25.1	Describe how a community may consist of multiple cultures, identifying how power is shared among cultural communities. Identify power, cooperation and conflict in multicultural communities.
			2.5.25.2	Explore the importance of first peoples'/Indigenous peoples' interactions to land, water and the nonhuman world.
3	3. Geography	13. Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	3.3.13.1	Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.
		17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	3.3.17.1	Describe how different places, including school, the environment or local community, makes one feel.
4	1. Citizenship and Government	5. Public Policy: Analyze how public policy is shaped by governmental and nongovernmental institutions. Analyze how people and communities take action to solve problems and shape public policy.	4.1.5.1	Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.
		6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	4.1.6.1	Locate areas inhabited by Indigenous people united by language and similar ways of life in North America and understand the impact of permanent tribal homelands on Indigenous people of Minnesota.
	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	4.3.17.1	Analyze how different perspectives have influenced decisions about where to locate and name places.
5	2. Economics	12. Global and International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.	5.2.12.1	Explain how government decisions concerning trading relationships may impact people differently within a community or nation.
	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	5.3.17.1	Analyze how different perspectives influenced past decisions to name places and impact changing place names today.
	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	5.4.21.1	Explain the religious, political and economic reasons for the movement of people from Europe to the Americas and examine the impact of colonization and settler colonialism on Indigenous peoples.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	5.4.22.1	Describe Indigenous efforts today to revitalize and reclaim Indigenous languages, traditions and sovereignty.
	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.	5.5.23.1	Investigate name origins, identity and how language can be exclusionary and liberatory.

5	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	5.5.24.1	Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.
6	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	6.1.1.1	Analyze a state or local policy issue by identifying and examining opposing positions from diverse perspectives and frames of reference, interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.
	2. Economics	11. Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.	6.2.11.2	Explain how people living in a community are impacted by government policies regarding land use. Investigate how communities are impacted when consumers have or do not have opportunities to work, shop, eat and connect with one another locally, helping the community build assets.
	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	6.3.14.1	Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted each one over time.
		15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	6.3.15.1	Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	6.4.18.1	Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the pre-contact period.
			6.4.18.2	Describe the varied and diverse interactions of Indigenous people, European/American traders and settler-colonists in the upper Mississippi River region, and examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	6.4.19.2	Identify and describe diverse and conflicting points of view about treaty-making, including the unequal power dynamics that shaped the treaty-making process.
			6.4.19.3	Examine conflicting narratives about the United States-Dakota War of 1862. Analyze the perspectives of settlers and Dakota people before, during and after the war. Identify the narratives that are absent.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	6.4.22.3	Identify and describe how Minnesotans have fought for freedom and equality from the Civil Rights era until today.
	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.	6.5.23.1	Identify and explain how discrimination based on race, gender, economic, ableism, and social group identity affects the history, health, growth, and/or current experiences of residents of Minnesota.

Exhibit Name: Minnesota's Greatest Generation				
Grade	Strand	Standard	Code	Benchmark
K	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	K.4.18.1	Ask historical questions about a past event in an individual's family, school or local community.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	K.4.19.1	Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/communities.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	K.4.22.1	Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.
	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	K.5.24.1	Retell a story about an unfair experience that conveys a power imbalance (a personal experience or one from a story). Share what can be learned from this story.
1	2. Economics	8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.	1.2.8.1	Define scarcity as not having enough of something to satisfy everyone's wants and give examples.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	1.4.18.1	Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	1.4.19.1	Examine multiple accounts of an event, identifying different perspectives.
2	4. History	19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	2.4.19.1	Describe how the culture of a community today reflects the history, daily life or beliefs of its people.
3	2. Economics	8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.	3.2.8.1	Explain that producing any good or service requires resources. Describe the resources needed to produce a specific good or service. Explain why it is not possible to produce an unlimited amount of a good or service.
	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	3.3.17.1	Describe how different places, including school, the environment or local community, makes one feel.
4	2. Economics	11. Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.	4.2.11.1	Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.

5	2. Economics	9. Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.	5.2.9.1	Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made and the opportunity cost of the decision.
		12. Global and International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.	5.2.12.1	Explain how government decisions concerning trading relationships may impact people differently within a community or nation.
6	2. Economics	11. Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.	6.2.11.2	Explain how people living in a community are impacted by government policies regarding land use. Investigate how communities are impacted when consumers have or do not have opportunities to work, shop, eat and connect with one another locally, helping the community build assets.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	6.4.18.5	Identify multiple narratives about how World War II and the Cold War impacted Minnesotans.